

THE SCHOOL FRIEND.

A MONTHLY PERIODICAL: DEVOTED TO EDUCATIONAL PURPOSES.

VOL. III.

CINCINNATI, JUNE 1, 1849.

N O. 9.

THE SCHOOL FRIEND.

PUBLISHED MONTHLY,

BY W. B. SMITH & CO.
No. 52 Main street, Cincinnati, Ohio.

M. HAZEN WHITE, EDITOR.

TERMS:

One Copy, for one year,	\$0,50
Five copies, to one address, one year,	2,00
Ten copies, Do. Do.	3,00

Payable in all cases, strictly in advance. Address, post paid, "The School Friend, Cincinnati, Ohio."

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The Alarmed Skipper.

BY FIELD.

"It was an ancient Mariner"

Many a long, long year ago,
Nantucket's skippers had a plan,
Of finding out, though "lying low,"
How near New York their skippers ran.

They greased the lead before it fell,
And then, by sounding through the night,
Knowing the soil that stuck so well,
They always guessed their reck'ning right.

A skipper gray, whose eyes were dim,
Could tell, by tasting, just the spot,
And so below he'd "douse the glim,"
After, of course, his "something hot."

Snug in his berth, at eight o'clock,
This ancient skipper must be found,
No matter how his craft would rock,
He slept—for skippers' naps are sound.

The watch on deck would now and then
Run down and wake him with the lead—
He'd up and taste, and tell the man
How many miles they went ahead.

One night, 'twas Jotham Marden's watch,
A curious wag—the pedlar's son—
And so he mused (the wanton wretch),
"To night I'll have a grain of fun;

"We're all a set of stupid fools
To think the skipper knows by tasting
What ground he's on—Nantucket's schools
Do n't teach such stuff, with all their basting."

And so he took the well-greased lead,
And rubbed it o'er a box of earth,
That stood on deck (a parsnip bed),
And then he sought the skipper's berth.

"Where are we now, sir? please to taste;"
The skipper yawned, put out his tongue,
Then oped his eyes in wondrous haste,
And then upon the floor he sprung.

The skipper stormed, and tore his hair,
Thrust on his boots, and roared to Marden,
"Nantucket's sunk, and here we are,
Right over old Marm Hackett's garden."

Dr. Maxcy and his Students.

The Southern Literary Gazette has the following good story of the celebrated Dr. Maxcy, President of South Carolina College. This is not the only instance, we believe, where people have been completely bewildered in the woods, nor where they have found that the fiddler must always be paid at the conclusion of a dance:

"On one occasion, several of the students of South Carolina College resolved to drag the Doctor's carriage into the woods, and fixed upon a night for the performance of the exploit. One of their number, however, was troubled with

some compunctions, and managed to convey to the worthy President a hint, that it would be well for him to secure the door of his carriagehouse. Instead of paying any heed to this suggestion, the Doctor proceeded, on the appointed night, to the carriagehouse, and ensconced his portly person inside the vehicle. In less than an hour, some half a dozen young gentlemen came to his retreat, and cautiously withdrew the carriage into the road. When they were fairly out of the college precincts, they forgot their reserve, and began to joke freely with each other, by name. One of them complained of the weight of the carriage; and another replied:

"It is heavy enough to have the old fellow, himself, in it."

"For nearly a mile, they proceeded along the highway, and then struck into the woods, to a cover which, they concluded, would effectually conceal the vehicle. Making themselves infinitely merry at the Doctor's expense, and conjecturing how and when he would find his carriage, they at length reached the spot where they had resolved to leave it. Just as they were about to depart,—having once more agreed that the carriage 'was heavy enough to have the old Doctor and all his tribe in it,'—they were startled by the dropping of one of the glass door panels, and by the well-known voice of the Doctor himself, who thus addressed them:

"So! so! young gentlemen, you are going to leave me in the woods, are you? Surely, as you have brought me hither for your gratification, you will not refuse to take me back for mine? Come, Messrs. —, and —, and —, buckle to; let's return: it's getting late!"

There was no appeal; for the window was raised, and the Doctor resumed his seat. Almost without a word, the discomfited young gentlemen took their places at the pole, and at the back of the vehicle, and quite as expeditiously, if with less noise, did they retrace their course. In silence they dragged the carriage into its wonted place, and then retreated, precipitately, to their rooms, to dream of the account they must render, on the morrow. When they had gone, the Doctor quietly vacated the carriage, and went to his house, where he related the story to his family with great glee. He never called the heroes of that nocturnal expedition to an account, nor was his carriage ever afterward dragged, at night, into the woods."

The Board of Education in Syracuse, New York, have adopted a resolution, that no man who uses tobacco, or alcoholic drinks, shall be employed as a teacher, and the common council have formally ratified it.

We copy from the National Intelligencer the following interesting reminiscence of the life and times of Gen. Washington, which we commend to the attention of our readers.

WASHINGTON:

HIS HOME AND HOUSEHOLD—ORDER, METHOD, ECONOMY, PUNCTUALITY.

From the Custis Recollections and private Memoirs of the Life and Character of Washington.

Wherever Washington established a home—whether temporary or fixed, whether amid the log huts of Morristown, or the Valley Forge, the Presidential Mansions in New York or Philadelphia, or his own beloved Mount Vernon—everywhere order, method, punctuality, economy, reigned. His household, whether civil or military, was always upon a liberal scale, and was conducted with due regard to economy and usefulness.

THE STEWARD.—Francis, who kept the tavern in New York where Washington took leave of his officers in 1783, was the first Steward to the President. Francis was a rare Whig in the Revolutionary day, and attached no little importance to his person and character from the circumstance of the memorable parting of the Commander-in-chief with his old and long-endured companions in arms having taken place at Francis's Tavern, in New York.

The Steward was a man of talent and considerable taste in the line of his profession, but was at the same time ambitious, fond of display, and regardless of expense. This produced continued difficulties between the President and certainly one of the most devotedly attached to him of all his household.

The expenses of the Presidential Mansion were settled weekly; and, upon the bills being presented, the President would rate his Steward soundly upon his expensiveness, saying that, while he wished to live conformably to his high station, liberally, nay handsomely, he abhorred waste and extravagance, and insisted that his household should be conducted with due regard to economy and usefulness.

Francis would promise amendment, and the next week the same scene would be reenacted in all its parts, the Steward retiring in tears, and exclaiming, "Well, he may discharge me; he may kill me, if me will; but while he is President of the United States, and I have the honor to be his Steward, his establishment shall be supplied with the very best of everything that the whole country can afford."

The story of the fish, related in another part of the work, happened during Francis's stewardship. Washington was remarkably fond of fish. It was the habit of New England ladies frequently to prepare the codfish in a very nice manner, and send it enveloped in cloths, so as to

arrive quite warm for the President's Saturday dinner, he always eating codfish on that day in compliment to his New England recollections.

It happened that a single shad was caught in the Delaware in February, and brought to the Philadelphia market for sale. Francis pounced upon it with the speed of an osprey, regardless of price, but charmed that he had secured a delicacy that, above all others, he knew would be agreeable to the palate of his Chief.

When the fish was served, Washington suspected a departure from his orders touching the provision to be made for his table, and said to Francis who stood at his post at the sideboard, "What fish is this?" "A shad, a very fine shad," was the reply; "I knew your excellency was particularly fond of this kind of fish, and I was so fortunate as to procure this one in the market—a solitary one, and the first of the season." "The price, sir; the price!" continued Washington, in a stern commanding tone; "the price, sir?" "Three, three, three dollars," stammered out the conscience-stricken Steward. "Take it away," thundered the chief; "take it away sir; it shall never be said that my table sets such an example of luxury and extravagance." Poor Francis tremblingly obeyed, and the first shad of the season was removed untouched, to be speedily discussed by the gourmands of the servants' hall.

THE CHIEF COOK.—This celebrated artist, as he would have been termed in modern parlance, was named Hercules, familiarly termed Uncle Harkless. Trained in the mysteries of his art from early youth, and in the palmy days of Virginia, when her thousand chimneys smoked to indicate the generous hospitality that reigned throughout the whole length and breadth of her wide domain, Uncle Harkless was, at the period of the first Presidency, as highly accomplished a proficient in the culinary art as could be found in the United States. He was a dark-brown man, little if any above the usual size, yet possessed of such great muscular power as to entitle him to be compared with his namesake of fabulous history.

The Chief Cook gloried in the cleanliness and nicety of his kitchen. Under his iron discipline, woe to his underlings if speck or spot could be discovered on the tables or dressers, or if the utensils did not shine like polished silver. With the luckless wights who had offended in these particulars there was no arrest of judgment, for judgment and execution went hand in hand.

The Steward, and indeed the whole household treated the Chief Cook with much respect, as well for his valuable services as for his general good character and pleasing manners.

It was while preparing the Thursday or Congress Dinner that Uncle Harkless shone in all his splendor. During his labors on this banquet he required some half dozen aprons and napkins out of number. It was surprising, the order and discipline that was observed in so bustling a

scene. His underlings flew in all directions to execute his orders, while he, the great master-spirit, seemed to possess the power of ubiquity, and to be everywhere at the same moment.

When the Steward, in snow-white apron, silk shorts and stockings, and hair in full powder, placed the last dish on the table, the clock being on the stroke of four, ceased "the labors of Hercules."

While the masters of the republic were engaged in discussing the savory viands of the Congress Dinner, the Chief Cook retired to make his toilet for an evening promenade. His perquisites from the slops of the kitchen were from one to two hundred dollars a year. Though homely in person, he lavished the most of these large avails upon dress. In making his toilet, his linen was of unexceptionable quality and whiteness, thin black-silk shorts, ditto waistcoat, ditto stockings, shoes highly polished, with large buckles covering a considerable part of the foot, blue cloth coat with velvet collar and bright metal buttons, a long watchchain dangling from his sash, a cocked hat, and gold-headed cane completed the grand costume of the celebrated dandy (for there were dandies in these days) of the President's kitchen.

Thus arrayed, the Chief Cook invariably passed out at the front door, the Porter making a low bow, which was promptly returned. Joining his brother loungers of the pave, he proceeded up Market street, attracting considerable attention, Market street being, in the old times, the resort where fashionables "did most congregate." Many were not a little surprised on beholding so extraordinary a personage, while others who knew him would make a formal and respectful bow, that they might receive in return the salute of one of the most polished gentlemen and the veriest dandy of nearly sixty years ago.

THE COACHMAN.—John Fagan, by birth a Hessian, tall and burly in person, was an accomplished coachman in every respect. He understood the mechanism of a carriage, and could take to pieces and put together again all the parts should he meet with any accident on his road. He drove the President the whole tour of the then United States, from Portsmouth to Savannah in the white chariot built by Clarke of Philadelphia, without the slightest accident or misfortune happening in so long a journey.

On the President's return, Clarke was in attendance to learn the success of what he deemed his masterpiece of coachmaking. No sooner had the horses stopped at the door of the Presidential Mansion than the anxious coachmaker was under the body of the white chariot, examining everything with a careful and critical eye, until Fagan shouted from the box, "All right, Mr. Clarke; all right sir; not a bolt or screw started in a long journey and over the devil's own roads." The delighted mechanic now found his hand grasped in that of the President, who compli-

mented him upon his workmanship, assuring him that it had been sufficiently tested in a great variety of very bad roads. Clarke, the happiest of men, repaired to his shop, in Sixth street, where he informed his people of the success of the white chariot, the account of which he had received from the President's own lips, when the day ended in a jollification at the coachmaker's.

John Krause succeeded Fagan. He was a steady, estimable man, and, having been bred in the Austrian cavalry, was perfectly conversant with horses. He was an excessive smoker, his meerschaum never being out of his mouth, excepting at meals or on the coachbox.

The stables consisted of ten coach and saddle horses, and the two white chargers, a coachman, and two grooms. Of the chargers, the one usually rode by the Chief was named Prescott. He was a fine parade horse, purely white, and sixteen hands high. He was indifferent to the fire of artillery, the waving of banners, and the clang of martial instruments, but had a very bad habit of dancing about on the approach of a carriage, a habit very annoying to his rider, who, although a master in horsemanship, preferred to ride as quietly as possible, especially when, during his Saturday's ride, he would meet with carriages containing ladies, it being customary with them to order their coachmen to stop and to let down their glasses, that the President might approach to pay his compliments.

The other charger was named Jackson, from the circumstance of his having run away with Major Jackson, aid-de-camp to the President, when coming into Princeton, en route from New York to Philadelphia, in 1790, to the sad discomfiture of the Major, and the no little amusement of the Chief and the brilliant cortege of gallant cavaliers with which he was attended. Jackson was a superb animal, purely white, with a flowing mane and tail. He was of a fierce and fiery temperament, and, when mounted, moved with mouth open, champing the bit, his nostrils distended, and his Arab eye flashing fire. Washington, disliking a fretful horse, rarely rode this fine but impetuous animal; while Krause, whose duty it was to accompany the President when on horseback, had had divers combats with the fiery charger, in several of which, it was said, the old Austrian dragoon came off rather second best. When putting on the housings and caparison for the Chief to ride Jackson, Krause would say, "Ah, ha, my fine fellow, you'll have your match to-day, and I know you'll take care to behave yourself!" In fact, the noble horse had felt the power of Washington's stalwart arm, a power that could throw a horse upon his haunches in a single moment, and the sagacious animal quailed before a force not easily resisted nor soon forgotten.

Among the coach horses were a pair of beautiful blood bays bred at Mount Vernon, from the celebrated stallion, Magnolia. These thorough-

breds were the pets of the stables, and always drew the coach when Mrs. Washington paid her visits in Philadelphia. One day, but for the courage and presence of mind of a servant, a serious catastrophe would have occurred. Mrs. Washington and her grand daughter were just seated in the coach, and James Hurley (a native of Ireland) was putting up the step, when, the day being warm and the flies troublesome, one of the horses rubbed off his bridle. The coachman of course, sat powerless on his box. The affrighted animal at first stared wildly about him, and was in the act of springing forward, when Hurley, perceiving the imminent danger, with a presence of mind equalled by his courage, grappled the animal around the neck, and amid his furious and maddening plunges, clung to him, and so incumbered him with the weight of a heavy man, that the passengers in the street were enabled to come to the rescue, when the bridle was replaced, and the carriage drove off.

The president was much gratified when inspecting his stables in Philadelphia. They were large and roomy, and everything in and about them in the most perfect order; the grooming of the horses superb, such as the moderns can have no idea of.

PUNCTUALITY.—Washington was the most punctual of men. To this admirable quality, and the one equally admirable of rising at four o'clock and retiring to rest at nine at all seasons, this great man owed his being able to accomplish such mighty labors during a long and illustrious life. He was punctual in everything, and made every one punctual about him.

During his memorable journey through the Union, he had, before setting off, arranged all the stages for the whole route; the ferries, the inns, the hour of arriving at and departing from each, were all duly calculated, and punctually did the white chariot arrive at all its appointments, except when prevented by high waters or excessively bad roads.

His punctuality on that long journey astonished every one. The trumpet call of the cavalry had scarcely ceased its echoes, when a vidette would be seen coming in at full speed, and the cry resounded far and wide, "He's coming!" Scarcely would the artillermen unlimber the cannon, when the order would be given, "Light your matches, the white chariot is in full view."

Revolutionary veterans hurried from all directions once more to greet their beloved chief. They called it marching to headquarters, and as the dear glorious old fellows would overtake their neighbors and friends they would say, "Push on my boyz, if you wish to see him; for we, who ought to know, can assure you that he is never behind time, but always punctual to the moment."

It was thus that Washington performed his memorable tour of the United States—everywhere received with the heartfelt homage that the love, veneration, and gratitude of a whole

people could bestow; and there is, no doubt, yet living a gray head who can tell of the time when he gallantly rode to some village or inn on the long-remembered route to hail the arrival of the white chariot, and join in the joyous welcome to the Father of his Country.

And equally punctual to his engagements was this remarkable man, nearer home. To the review, the theater, or the ball room, he repaired at the appointed time. The manager of a theater waiting on the President to request him to command a play, was asked, "At what time, Mr. Wingnell, does your curtain rise?" The manager replied, "Seven o'clock is the hour, but of course, the curtain will not rise until your Excellency's arrival." The President observed, "I will be punctual, sir, to the time; nobody waits a single moment for me." And sure enough, precisely at seven, the noble form of Washington was seen to enter the stagebox, amid the acclamations of the audience, and the music of the President's march.

In the domestic arrangements of the Presidential Mansion, the private dinner was served at three o'clock, the public one at four. The drawing-room commenced at seven, and ended a little past ten. The levee began at three and ended at four. On public occasions the company came within a very short time of each other, and departed in the same manner. The President is punctual, said everybody, and everybody became punctual.

On the great national days of the 4th of July and 22d of February, the salute from the then head of Market street (8th street) announced the opening of the levee. Then was seen the venerable corps of the Cincinnati marching to pay their respects to their President General, who received them at headquarters, and in the uniform of the commander-in-chief. The veteran band of the Revolution had learned punctuality from their General, in the "times that tried men's souls;" for no sooner had the thunder peals of Col. Proctor's brass twelve pounders caused the windows to rattle in Market street, than this veteran body of the Cincinnati were in full march for the headquarters.

A fine volunteer corps, called the Light Infantry, from the famed light infantry of the Revolutionary army, commanded by Lafayette, mounted a guard of honor at headquarters, during the levee on these national days. When it was about to close, the soldiers, headed by their sergeants, marched with noiseless step through the hall to a spot where huge bowls of punch had been prepared for their refreshment, when, after quaffing a deep carouse, with three hearty cheers to the health of the President, they countermarched to the street, the bands struck up the favorite air, forward was the word, and the levee was ended.

"Old times are changed—old manners gone." True, we have become a mighty empire in extent, wealth, and population; but where, Americans, is the spirit of '76—the glorious and im-

spirit that dignified and adorned the early days of the Republic, and the age of Washington? Shall it decline and die among us? Swear, on the altar of your liberty, that it shall live forever.

Long years have elapsed since the Recollections have been offered to the public. In answer to the numerous inquiries, why they have not been published in book form, the author begs leave to observe that, having no views as to profit, he was desirous that the private memoirs should go to the masses of the people in the cheapest and most diffusible manner practicable. Most liberal offers have been made to publish the Recollections in two volumes, with fine engravings from the four originals at Arlington House, viz., the Provincial Colonels in 1772, by the elder Peale; the retired General and illustrious Farmer of Mount Vernon, bas-relief of Houdon, 1785; the splendid equestrian Portrait, by Trumbull, 1790; and the President of the United States (the best possible likeness), by Sharpless, 1796. In this form the work will be hereafter published.

The work will also contain the private letters of the commander-in-chief to his stepson and aide-de-camp, John Parke Custis (the father of the author), during the whole of the war of the Revolution; also the paternal letters of Washington to the author, his adopted son, when a student at college in 1796, '97, and '98. Neither the Revolutionary nor Paternal letters have ever been published.

If it has appeared to any that the Recollections have embraced particulars too minute, the author's apology is in various letters, received both from at home and abroad, urging him to omit no details, however minute, or deem anything trivial that related in the smallest degree to the life and character of Washington.

It is somewhat remarkable, yet such is history, that, when all of the public life and actions of a great man have been published to the world, the world invariably demands the private memoirs. Mankind wish to learn something of the private life, habits, and manners of the individual whose great public actions have commanded their admiration, whose illustrious public services have won their gratitude and love. Voltaire, in speaking of Sir Isaac Newton, said, "Does the great Newton eat like other men?"

The labors of America's distinguished historians have given to his country and the world the life and actions of Washington, as connected with the age in which he flourished, and the mighty events thereof in which he bore so prominent a part. It has become the honored duty of the author of the Recollections to lift the veil that always conceals the private life of a great man from the public gaze, and to show the Pater Patriæ amid the shades of domestic retirement, where, in the bosom of his family, on his farm, and at his fireside, friendship, kindness, and hospitality, shed their benignant luster upon his latter days.

The Spirit of God in the Soul of Man.

The delights of the intellect are of a far nobler order than those of the senses; but even these have no power to fill up the capacities of an immortal mind. The strongest intellect tires. It cannot sustain an ever-upward wing. Even in minds of Olympian vastness and vigor, there must be seasons for relaxation and repose;—intervals, when the wearied faculties, mounted upon the topmost of all their achievements, must stop in their ascending career, to review the distance they have traversed, and to replenish their energies for an onward flight. And, although, in the far-off cycles of eternity, the stature of the intellect should become lofty as an archangel's; although its powers of comprehension should become so vast, and its intuitions so penetrating, that it could learn the history of a planet in a day, and master, at a single lesson, all the sciences that belong to a system of stars; still, I repeat, that, with our present nature, we should be conscious of faculties unoccupied, and restless, yea, tormented with a sense of privation and loss,—like lungs in a vacuum gasping vainly for breath, or like the eye in darkness straining to catch some glimmering of light.

Without sympathy, without spiritual companionship with other beings, without some Being, all-glorious in his perfections, whom the spirit could commune with and adore, it would be a mourner and a wanderer amid all the splendors of the universe. Through the lone realms of immensity would it fly, calling for love, as a mother calls for her departed first-born, but its voice would return to it in echoes of mockery. Nay, though the intellect of man should become as effulgent as the stars amid which he might walk, yet sympathetic and devout affections alone can fertilize the desolations of the heart. Love is as necessary to the human heart as knowledge is to the mind; and infinite knowledge can never supply the place of infinite good. The universe, grand, glorious, and beautiful as it is, can be truly enjoyed only through the worship as well as the knowledge of the great Being that created it. Among people, where there is no true knowledge of God, the errors, superstitions, and sufferings of a false religion, always rush in to fill the vacuum.

There is not a faculty nor a susceptibility in the nature of man, from the lightning-like intuitions that make him akin to the cherubim, or the fire and fervor of affection that assimilate him to seraphic beings, down to the lowest appetites and desires by which he holds brotherhood with beast and reptile and worm;—there is not one of them all, that will ever be governed by its proper law, or enjoy a full measure of the gratification it was adapted to feel, without a knowledge of the true God, without a sense of acting in harmony with His will, and without spontaneous effusions of gratitude for His goodness. Conviction and sentiments, such as these, can alone supply the va-

cuity in the soul of man, and fill with significance and loveliness what would otherwise be a blank and hollow universe.—*H. Mann.*

The Cords that Hung Tawell.

The following thrilling passage, upon the power of the Magnetic Telegraph, is from a new work by Sir Francis Head. After picturing Tawell, who had just committed a murder, seated in the railroad car for London, he says:

"What may have been his fears, his hopes, his fancies, or his thoughts, there suddenly flashed along the wires of the electric telegraph, which were stretched close beside him, the following words: 'A murder has just been committed at Salthill, and the suspected murderer was seen to take a first class ticket for London by the train which left Slough at 7h. 42m. P. M. He is in the garb of a Quaker, with a brown great-coat on, which reaches nearly down to his feet. He is in the last compartment of the second first-class carriage.' And yet, fast as these words flew like lightning past him, the information they contained, with all its details, as well as every secret thought that had preceded them, had already consecutively flown millions of times faster; indeed at the very instant that, within the walls of the little cottage at Slough, there had been uttered that dreadful scream, it had simultaneously reached the judgment seat of Heaven! On arriving at the Paddington station, after mingling for some moments with the crowd, he got into an omnibus, and as it rumbled along, taking up one passenger, putting down another, he probably felt that his identity was every minute becoming confounded and confused by the exchange of fellow-passengers for strangers that was constantly taking place. But all the time he was thinking, the cad of the omnibus—a policeman in disguise—knew that he held his victim like a rat in a cage. Without, however, apparently taking the slightest notice of him, he took one sixpence, gave change for a shilling, handed out this lady, stuffed in that one, until, arriving at the Bank, the guilty man, stooping as he walked toward the carriage door, descended the steps;—paid his fare;—crossed over to the Duke of Wellington's statue, where, pausing for a few moments anxiously to gaze around him, he proceeded to the Jerusalem coffee house, thence over London Bridge to the Leopard coffee house in the borough, and finally to a lodging house in Scott's yard, Canon Street. He probably fancied that, by making so many turns and doubles, he had not only effectually puzzled all pursuit, but that his appearance at so many coffee houses would assist him, if necessary, in proving an *alibi*; but whatever may have been his motives or his thoughts, he had scarcely entered his lodging, when the policeman—who, like a wolf, had followed him every step of the way—opening his door, very calmly said to him—the words no doubt were infinitely more appalling to him even than the scream

that had been haunting him—"Hav'n't you just come from Slough?" The monosyllable 'No,' confusedly uttered in reply, substantiated his guilt. The policeman made him his prisoner; he was thrown into jail, tried, found guilty of willful murder and—hanged. A few months afterward, we happened to be traveling by rail from Paddington to Slough, in a carriage filled with people, all strangers to one another. Like English travelers, they were all mute. For nearly fifteen minutes no one had uttered a single word, until a short-bodied, short-necked, short-nosed, exceeding respectable-looking man in the corner, fixing his eyes on the apparently fleeting posts and rails of the electric telegraph, significantly nodded to us as he muttered aloud:—"Them's the cords that hung John Tawell."

• • • •

Ingenuity.

No faculty of a teacher is more useful and important than Ingenuity or Invention. The proper exercise of this will give interest to every exercise, and often prevent the necessity of severe discipline. We have not seen a better example of the successful use of this faculty, than in the following sketch, which appeared first in the *Excellior*.

"I had a ride on the South Shore Railroad to Cohasset, and a young friend of mine, who teaches in that region, to show how much more effectual sympathy is than the rod, in governing a school, related the following incident. The other day, about twenty of the scholars were taken with a sudden and severe fit of coughing. It was one of those contagious coughs peculiar to schools, and to conventions with a dull speaker on the stand. Instead of using harsh measures to stop the noise, he called the afflicted ones from their seats, alluded to the danger of sitting in a stooping posture with such a serious cough on their lungs, and then advised them to stand erect on the floor an hour or so. At the time of recess, he thought it would not answer for them to go out and play in the cold, while in such a dangerous condition, for by increasing their influenza they might lose their lives. His tender-heartedness was too much for them; they all came in the afternoon, completely cured."

Once, when the recitations of the numerous classes in our own school were interrupted by the bawling of a willful cry-baby, who had not been punished, but who was displeased at something, and determined to take revenge by disturbing the school, we suddenly sounded the whistle, which always produced a death-like silence. Hearing her own voice, the willful creature instantly stopped. "Who was that singing?" said I. Some monitor replied "Miss B." "Do not stop," said I, "but, now the school is still, go on with the tune, and let us have a chance to enjoy it." Not a sound more could we get, and I directed the classes to go on with their recitations. The scholar never annoyed us again in that manner.—*Mass. C. S. Journal.*

Yankee Thrift and Enterprise.

The Tuscaloosa (Ala.) Monitor gives the following inimitable sketch of a Yankee character:

A mountain of granite appears a rather tough subject to deal with, yet a Yankee will burrow into its bowels, and lo! the granite becomes gold in the vaults of the Commonwealth Bank in Boston. A pond of ice presents a cheerless and chilly prospect to the eye, but the Yankee, nothing daunted, will heave up its crystal masses, and straightway the ice glitters in diamonds upon the bosom of his rosy-cheeked spouse. Wherever the Yankee layeth down his hand, gold springeth. Into what soil soever he thrusteth his spade, gold sprouteth therefrom. In the dim twilight, by his chimney corner, he sitteth, meditating, and thoughts chase one another through his brain, which thoughts are gold. Various they are, it may be, in form and seeming. One is but a gridiron, another a babyjumper, and a third a steam engine, but he writeth them all down in the patent office at Washington, and then putteth them in his pocket in good golden eagles from the mint at Philadelphia.

But your genuine Yankee coins not merely his own sagacious conceits; the follies, the fears, and the errors of others, are moreover all gold to him. He fabricateth mermaids and seaserpents, and locketh up in his iron chest, heaps of golden credulity. He manufactureth a pill of chalk and wheaten bread, which he warranteth to cure asthma, hydrocephalus, epilepsy, and yellow fever, and presently buildeth him a great house on the banks of the Hudson. When a sudden delirium seizeth all the world, prompting them to emigrate in floods to nowhere, he quietly mustereth his fleets of transports for that destination, or buildeth a railroad in that direction, regardless of what is at the other end, and putteth the passage money in his pocket. He erecteth to himself no castles in the air, but he diligently aideth his neighbor to build the same, and out of the proceeds grow up to him presently castles upon the earth. Such is the modern Midas—the Midas without the long ears—the cool, acute, sagacious, calculating Yankee.

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A Gentlemanly Boy.

"Be very gentle with her, my son," said Mrs. Butler, as she tied on her little girl's bonnet, and sent her out to play with her elder brother.

They had not been out very long, before a cry was heard, and presently Julius came in, and threw down his hat, saying—

"I hate playing with girls! there's no fun with them; they cry in a minute."

"What have you been doing to your sister? I see her lying there, on the gravel walk: you have torn her frock, and pushed her down. I am afraid you have forgot my caution to be gentle."

"Gentle! boys can't be gentle, mother; it's their nature to be rough, and hardy, and boister-

ous: they are the stuff soldiers and sailors are made of. It's all very well to talk of a gentle girl, but a gentle boy—it sounds ridiculous! I should be ready to knock a fellow down for calling me so!"

"And yet, Julius; a few years hence, you would be very angry if any one were to say you were not a gentle-man."

"A gentle-man. I had never thought of dividing the word that way, before. Being gentle, always seems to me like being weak and womanish."

"This is so far from being the case, my son, that you will always find the bravest men are the most gentle. The spirit of chivalry, that you so much admire, was a spirit of the noblest courage and the utmost gentleness combined. Still, I dare say, you would rather be called manly, than a gentle boy?"

"Yes, indeed, mother!"

"Well, then, my son, it is my great wish that you should endeavor to unite the two. Show yourself manly, when exposed to danger, or when you see others in peril; be manly when called on to speak the truth, though the speaking of it may bring reproach upon you; be manly when you are in sickness and pain. At the same time be gentle, whether you be with females or with men; be gentle toward all men. By putting the two spirits together, you will deserve a name which, perhaps, you will not so greatly object to."

"I see what you mean, dear mother; and I will endeavor to be what you wish—a gentlemanly boy."

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MECHANICS' WIVES.—Speaking of the middle ranks of life, a good writer observes:—

"There we behold woman in her glory: not a doll to carry silk and jewels; not a puppet to be flattered by profane adoration—reverenced today, discarded to-morrow: always jostled out of the place which nature and society would assign her, by sensuality or by contempt; admired, but not respected; desired, but not esteemed; ruled by passion, not affection; imparting her weakness, not her constancy, to the sex she could exalt; the source and mirror of vanity;—we see her a wife, partaking the care and cheering the anxiety of a husband, dividing his toils by her domestic diligence, spreading cheerfulness around her; for his sake sharing the decent refinements of the world, without being vain of them, placing all the joys and happiness in the man she loves. As a mother, we find her the affectionate and ardent instructor of the children whom she has tended from their infancy, training them to thought and benevolence; addressing them as rational beings; preparing them to become men and women in their turn. Mechanics' daughters make the best wives in the world."

American Enterprise and Talent.

The mechanics, and others, of Charleston, recently formed an association for their mutual benefit. A more diversified industry is the object. Mr. Gregg, well known for his writings on Southern labor, spoke as follows:

"Traveling North, some time since, I became acquainted with the great mechanic, J. B. Bigelow, of Boston, now in the receipt of \$15,000 per annum, as consulting engineer to the factories at Lowell, and elsewhere. In a personal interview, he gave me a short account of his life. He had, in his youth, studied physic, and, taking his degree in the profession, endeavored to make a living in its practice. His heart not being in the pursuit, but always hankering to give his mind employment according to its turn, he failed entirely. He next tried merchandize, and formed a copartnership with that view. In a short time, his interest slackened in this business, also; and his attention became so taken in the completion of a machine he had designed, and was constructing, that his partner found it necessary to dissolve the connection. This was done; and he was thrown upon himself, embarrassed, unhappy, without money, and in debt. He had nothing, and owed four hundred dollars.

"In this condition, he encountered a manufacturer, and showed him his machine, which was made to weave a Marseilles quilt. Its plan was proved, and the manufacturer purchased it for \$400. With this sum he paid his debts, and became free. Soon after, he went to New York, and there saw, in a shop window, a Marseilles quilt, of finer texture; woven in style different from any previously known. It immediately occurred to him that he could make a machine which would accomplish a similar work. He returned to Boston; saw his friend, the manufacturer; mentioned his new plan, told him of its superseding the first one, and offered it to him for sale. The manufacturer proposed to him a copartnership in the application of the new machine. It was accepted: factories were erected; and from that time his fortune dated. He afterward invented machines for weaving Ingrain carpets, Brussels carpets, coach lace, and gingham; for the doing of which, there are no mills in the State of Massachusetts."

The Microscope and Telescope.

While the telescope enables us to see a system in every star, the microscope unfolds to us a world in every atom. The one instructs us that this mighty globe, with the whole burden of its people, and its countries, is but a grain of sand in the vast field of immensity; the other, that every atom may harbor the tribes and families of a busy population. The one shows us the insignificance of the world we inhabit; the other redeems it from all its insignificance, for it tells us that in the leaves of every forest, in the flowers of every garden, in the waters of every rivulet, there are worlds teeming with life, and numberless as

the stars of the firmament. The one suggests to us that, above and beyond all that is visible to man, there may be regions of creation which sweep immeasurably along, and carry the impress of the Almighty's hand to the remotest scenes of the universe; the other, that within and beneath all the minuteness which the aided eye of man is able to explore, there may be a world of invisible beings; and that, could we draw aside the mysterious veil which shrouds it from our senses, we might behold a theater of as many wonders as astronomy can unfold; a universe within the compass of a point, so small as to elude all the powers of the microscope, but where the Almighty Ruler of all things finds room for the exercise of his attributes, where He can raise another mechanism of worlds, and fill and animate them with evidences of his glory.

Chalmers.

Old Gordon and his Laddies.

John Gordon, who died near Turriff, Banffshire, some time ago, had attained the age of one hundred and thirty-two. All the travelers who chanced to call at the neighboring inn of Turriff were uniformly directed by the landlady, Mrs. Wallace, to the cottage of the patriarch, "where they wad see," she used to say. "the eldest man i' Banffshire—ay, or in a' the world." Among the visitors one day, about the close of harvest, was a young Englishman, who, coming up to the door of the cottage, accosted a venerable looking man employed in knitting hose, with, "So my old friend, can you see to knit at your advanced age? One hundred and thirty-two is truly a rare age." "Deil's i' the man! it'll be my grandfather ye're seeking—I'm only seventy-three—ye'll find him round the corner o' the house." On turning round the corner, the stranger encountered a debilitated old man, whose whitened locks bore testimony to his having long passed the meridian of life, and whom the stranger at once concluded to be John Gordon himself. "You seem wonderfully fresh, my good sir, for so old a man? I doubt not you have experienced many vicissitudes in the course of your very long life." "What's your wull, sir?" asked the person addressed, whose sense of hearing was somewhat impaired. The observation was repeated. "O, ye'll be wanting my father, I reckon—he's i' the yard there!" The stranger now entered the garden, where he at last found the venerable old man busily employed in digging potatoes, and humming the battle of Harlaw. "I have have had some difficulty in finding you, friend, as I successively encountered your grandson and son, both of whom I mistook for you: indeed they seem as old as yourself. Your labor is rather hard for one of your advanced age." "It is," replied John; "but I'm thankfu' that I'm able for't, as the *laddies*, puir things, are no very stout now!"

Glasgow Railway Journal.

Facts and Fancies.

It is a fact that we need good schools; but to suppose we can have them without union, harmony, diligence, and persevering effort, is a fancy.

It is a fact, that every good teacher can "read, write, and cypher;" but to suppose a man to be a good teacher simply because he can do this, is a fancy.

It is a fact that intelligent gentlemen and ladies are usually well and neatly dressed; but to suppose every well-dressed person to be intelligent or genteel, is a fancy.

It is a fact, that many parents spend more time and money in dressing the bodies, than in cultivating the minds of their children; but to suppose such acting is for the real good of the child, or the interest of the country, is a fancy.

It is a fact, that of all forms of civil government, a Republican is most desirable; but to think that a Republican form of government can be maintained among an illiterate, uninformed people, is a fancy.

It is a fact, that every considerate man desires the benefits of a well-ordered, quiet, and peaceable society; but to suppose he has a right to these without contributing his proportionate part toward the promotion of good order, quietness, and peace, is a fancy.

It is a fact, that many persons holding a large amount of property, object to the levying of a tax for the benefit of common schools; but that such will be compelled to pay either for the education or ignorance of many around them, is no fancy. Property holders who refuse to interest themselves for the mental and moral improvement of the mass of the people, must, and will, suffer by their ignorance, and for one or the other, every man of property will have to be taxed.

It is a fact, that competent, faithful teachers, generally, are performing more work and for less money, than any other class of professional men: but the supposition that this is either fair or just, is a fancy.

It is a fact, that parents may, and do often neglect the education of their children; but to think those children will be none the worse for that neglect, is altogether a fancy.

Finally.—It is a fact, that some may suppose that we might as well be otherwise engaged as in writing so plainly of schools, school teachers, school commissioners, and parents; but if they suppose that we will shortly leave off, we beg leave to inform them that it is a fancy and nothing else.—*S. W. S. Jour.*

Ray's Algebra—Part First.

Teachers of Algebra will be supplied with copies of this work for examination, gratuitously, on application to the publishers. A few copies have been put up in paper covers, so that they can be sent by mail at a small expense. (See Advertisement, on page 143).

The Power of Love.

The sentiment of love is too frequently made light of. That which is the most potent agency of this our earth; that which has been the central force of many of those revolutions, is mockingly referred to as if it were a subject for trifling. But love in woman has a true meaning. Love in man is an ennobling passion; it is as dew upon the flower; as purple dawn upon the sky; as the quiet streamlet in the valley; as an orchard resplendent with early blossoms; it is as a morning prayer; it is as an evening hymn; it is as a child asleep and dreaming of heaven. It may be as a deluge that spreads around a viewless waste, without a dove, olivebranch or rainbow; it may be as a fruitful field withered with a poisoned wind; it may be as a delectable mountain thrown asunder by the inward fire; it may be as the home sickness of the exile; it may be despair; it may be insanity that sings long and low its melancholy airs; it may be insanity that laughs aloud and then expires. Love while its object lives in purity makes a poet of him with whom it dwells—the plowboy in the field—the sailor in the shrouds, has his dreams and glories: he has in his own way the most passionate imaginings. It kindles up the dormant faculties—it rouses fancy in the stupid—it loosens the tongue of the stammerer—it lends to the most illiterate, speech and eloquence—represents sensuality and tames even the savage—it gives joy and fear and happiness—it renders even the mean heroic, and fills them with self-respect. Out of the visions of youth may have come the flames that have illumined the path to greatness. The captain in his floating castle, the general in the tented field, the magistrate in his duties, may each, if he will look back, find in love the impulse that led him on to power.—*Giles' Lecture on Don Quixotte.*

Cause of Education.

The cause of education, of the complete education of every human being, without regard to the accidents of birth or fortune, is worthy of the consecration of all our powers, and if need be, of any sacrifice of time, money, and labor, we may be called upon to make in its behalf. Ever since the Great Teacher condescended to dwell among men, the progress of this cause has been upward and onward, and its final triumph has been longed for and prayed for, and believed in by every lover of his race. And although there is much that is dark and despairing in the past and present condition of society, yet when we study the nature of education, and the necessity and capabilities of improvement all around us, with the sure word of prophecy in our hands, and with the evidence of what has already been accomplished, the future rises bright and glorious before us, and on its forehead is the morning star, the herald of a better day than has yet dawned on our world. In this sublime possibility—nay, in the sure word of God,—let us, in our hours of

doubt and despondency, reassure our hope, strengthen our faith, and confirm the unconquerable will. The cause of education cannot fail, unless all the laws which have heretofore governed the progress of society shall cease to operate, and Christianity shall prove to be a fable and liberty a dream. May we all hasten on its final triumph by following the example of the Great Teacher, in doing good according to our means and opportunity, and may each strive to deserve, at the end of life, the epitaph of one in whose death mankind lost a friend, and no man got rid of an enemy.

Hon. H. Barnard.

The Soul.

[From Rev. T. T. Stone's Sermon, in the Monthly Magazine, for March.]

That which must in itself be nothing less than infinite, the life of God, is forever the light of men; shining in darkness, even when the darkness fails to receive it; enlightening every man, however man may turn himself from the illumination; the very promise and germ of the kingdom of God; at the very moment when men are so ignorant of it that they go to teachers, and ask them when that kingdom shall come. There is in each man that of which he is yet unaware: as in the globe or earth there was ever this great continent, with its rivers and lakes, its valleys and mountains, all outspread beneath a blue sky, with its everlasting stars looking down on its unbroken forests, and its ocean waters—while yet the eye of Christendom saw it not, and its discovery was as the opening to mankind of a new world. Within the ever-opening cycles of the soul, there are continents, as of earth and heaven, spheres above and beneath—land, and air, and stars, waiting their revelation. There are stars (so astronomers tell us) whose light has not yet come down so far as this earth of ours, and when it reaches us we shall first learn their existence. Stars, higher and brighter, stand forever in the expanse which overarches and encircles the soul; and, one after one, they reveal themselves in their light, reaching and remaining within its sphere. The soul, itself! What knows the child of it? Yet it is the same great reality in the child as in the man; and the philosopher, who searches after its mysteries, is not more a living soul, than the infant, ignorant that the soul exists.

Harmony of Music.

Who has not felt the power of its witching tones, and the sweet spells which it throws around the heart? "Our thoughts have music in them, and their theme is happiness." There is music in the silvery laugh of the child, when the golden dreams of life are fairest, and the flowers of youth are brightest; when every object is imbued with the hue of its own feelings, and whose joyousness transforms all things into

its own likeness. There is music in the soft tones of affection that thrill through every heart, and entrance the soul with their mystic power. The majestic roar of the ocean, and the mariner's song of home, have alike their harmony. Sweet sounds float on the breezes that kiss the plane lake, and rustle through the forest leaves. There is music in the gentle tones of the Christian—the music of Heaven. Something in my inmost heart responds to its melody, and chains my soul with its magic spell, causing my mind to wander to far-off regions of bliss—to fairy realms, peopled with beings of my own fancy—and all the bright scenes of youth to revive as if they had not fled. I dream of all things bright and free. The thrilling music of the forest bird is sweeter than the harp's melody, or the notes that gush from woman's lip. When bowed down with the ills of life, we turn with eagerness to their tuneful notes. When the blossoms of our years are brightest, and joy's pure sunbeams tremble in our pathway, when all earth is clad in light and loveliness, everything has a voice of music, for there is music in the heart.

F. A. B.

Science in the Kitchen.

Professor Liebig, in a letter to Professor Sil-liman, says: "The method of roasting is obviously the best to make flesh the most nutritious. But it does not follow that boiling is to be interdicted. If a piece of meat be put into cold water, and this heated to boiling, and boiled until it is 'done,' it will become harder and have less taste, than if the same piece had been thrown into water already boiling. In the first case, the matters grateful to the smell and taste, go into the extract—the soup; in the second, the albumen of the meat coagulates from the surface inward, and envelops the interior with a layer which is impregnated to water."

THE SAXON.—All advice is lost upon the Saxon: but show him a method superior to his own,—give him but a hint of the superiority existing somewhere,—and nowhere on earth will be found a person so ready to adopt the new method—so admirably active and skillful in applying the discoveries of other races to his own pecuniary advantage. Inventive genius he has not; applicative ability is all his own. Accumulative desires haunt him everywhere; in Holland, England, America.—*Dr. Knox [Medical Times].*

MUTUAL HELP.—The race of mankind would perish, did they cease to aid each other. From the time that the mother binds the child's head, until the moment that some kind assistant wipes the death-damp from the brow of the dying, we cannot exist without mutual help. All, therefore, that need aid, have a right to ask it of their fellow-mortals: no one who holds the power of granting can refuse it without guilt.—*Sir Walter Scott.*

THE SCHOOL FRIEND.

CINCINNATI, JUNE 1, 1849.

"Education—the Bulwark of Liberty."

M. HAZEN WHITE, EDITOR.

Union Schools.

Union Schools are justly deserving, and to some extent exciting, public attention. Wherever they have been wisely established, in the east or west, they have fully equalled the expectations of their friends and advocates. Several schools of this class have already been established in our own state. Akron, Massillon, Lancaster, Xenia, Perrysburg, Newark, Portsmouth, Sandusky, Cleveland, Dayton, and Delaware are taking the lead. We have heard some of these schools highly spoken of. Are these schools adapted to the wants of the state generally? Can they meet the wants of Indiana, Illinois, Young Iowa and Wisconsin, and other Western States? These are practical questions, which parents and the friends of good education are called upon to consider, with reference to the education of the rising generation among us. No time should be lost, for there are tens and hundreds of thousands among us at this moment, just at the proper age to be in good schools. The true spirit of the west should be purely **ECLECTIC** in education, as well as in religion, politics, and philosophy.

No matter where a system of education originated—or what that system is, provided it is a rational and christian system, we should adopt it, if it is adapted to our wants and circumstances. We should recognize no sectional divisions in educational plans. "Union Schools," in the language of the late valuable report of the committee of the Ohio S. T. Association, which should be read by every parent, and to which we take pleasure in referring—"are generally formed by the union of two, three, or more districts, the inhabitants of which unite in building one large schoolhouse for the accommodation of two, three, or more departments. Where these schools have been established, it has been customary for the people who wished to unite for the purpose, to secure an act of the Legislature for consolidating their districts, electing a board of directors, and levying a tax for building a house sufficiently large to accommodate all their pupils. One thoroughly-qualified male teacher is employed as principal of the highest department and superintendent of the whole school, and the lower departments are instructed mainly by female teachers. The scholars are divided, according to their advancement, into three or more departments, known as primary, secondary, and senior or grammar-school departments, in each of which a systematic course of study and a thorough course of instruction in all the common English branches is pursued; and to these is added, when practicable, a high school, in which the higher English branches, mathematics, and the languages are taught.

These schools may be profitably established in any village or town, containing fifty pupils; or they may embrace six or eight hundred pupils. The smaller and poorer the districts, the greater the necessity and advantage of union.

The advantages of the system are many. It is strictly economical and rational; it can secure thoroughness in study and instruction; it requires a proper classification of pupils; good and permanent teachers may be obtained, and a wiser and better government may be maintained. One of the capital features of the plan, is its noble economy. One example will illustrate this point. Take an ordinary town or village, containing three or four hundred pupils, and divided into five or six districts. Upon the union plan, one large building, adapted to the health, convenience, and improvement of the pupils, is necessary. The expense of erecting, warming, and re-

pairing such a building will certainly be less than five or six indifferent schoolhouses would require. In confirmation of this opinion, without estimating expense, we give the opinion of the school committee of Oxford, Massachusetts, taken from the Massachusetts School Returns.

The committee say, upon this point, "In the first place, we believe it would cost *more*, to build two houses than one of sufficient dimensions to convene the two schools. And second, it would cost *more* to sustain the two schools in *separate* localities, the same number of months—as two first rate men must be employed in the winter term; whereas in one house, a female might be employed to better advantage, at an expense of nearly one half of a male, and thereby, by so much, lengthen both of the schools."

A noble building, neatly finished, would exert a good influence upon the minds of the pupils, and inspire a respect for property in such a building—whereas, the miserable schoolhouses, everywhere so common, foster the spirit of destruction. One male teacher only, being required, the places of five male teachers, in such a town as we have taken as an example, would be supplied by females, who, according to the best experience, are the most suitable to fill such situations, and at one half of the expense. The expense of fuel and books might be materially lessened. A library and apparatus could easily be obtained for a union school, which would fail under the divided and separate district system.

But the plan of union schools is not only economical, it is truly *rational*. The pupils should be classified according to their advancement. In our ordinary schools, there are pupils of every age, from four to twenty, differing, perhaps as much, in their advancement. Suppose a teacher has charge of fifty or seventy such pupils. He must govern and instruct them—he must keep them all engaged, and attend to three or four daily recitations from each. The whole catalogue of English studies is in the school, and the teacher must instruct a few of the most advanced pupils in the highest branches, for there are generally a few in every district school who outstrip all the rest, and who are not satisfied unless they can press on to the higher studies. What can mortal man accomplish satisfactorily, under such circumstances? A teacher should be blessed with an iron constitution, and endowed with almost supernatural power, to come off with anything like success. With twelve, eighteen, or twenty recitations daily, before him, manifold difficulties to be explained and cleared up, and troublesome cases of discipline, which sometimes require the greatest attention, what time has he left for various and apt illustration, and for imparting that collateral information which every school needs, and every respectable teacher wishes to impart? None at all, unless he robs Peter to pay Paul—or takes time from one class and bestows it upon another.

After being jaded by the severe labors of the day, what time has he for making preparations for the next day, and for such collateral reading as he needs, in order to interest his pupils and keep up with the age? Why, in this state of things, the teacher ought to be omniscient in the outset. We protest against such a system of mock education. It is to the teacher who *sees* and *feels* what his pupils need, what the chain gang is to the young criminal—it eats out the life of his soul. A teacher must be a prodigy, to gain anything like professional eminence while subjected to such unfavorable influences. The professor in our best colleges, has but one department to claim his attention. The teacher of a respectable common school, must fill *all* the departments of an English education, and frequently, attend to classical instruction.

We welcome any system which will improve this condition of things. The plan of union schools promises to obviate the difficulties of the present system. This

plan is nothing more than a *well-regulated division of labor*, found to be so important in all the business regulations of life. The most advanced pupils, in few classes, are brought together in a room by themselves; the second grade, by themselves; three grades will generally be sufficient. If a still higher department is needed, a high school may be formed, having an additional male teacher. By this arrangement, one teacher can instruct fifty pupils more easily and thoroughly, than he can twenty-five under the old system. He has fewer recitations and more time to devote to them. Why will rational beings persist in sustaining the old, irrational, inefficient, no-system of education, wherever a better system, in the form of union schools, can be adopted? The only alternative for union schools is graded schools—the more advanced attending the same school, while the less advanced, a distinct and separate school.

We should consider it utter folly for every man to think of being a farmer, tailor, blacksmith, merchant, physician, and the like, at the same time. A mechanic, whose business requires many different departments of labor, would be considered insane should he employ all his workmen together a small portion of each day, in each of these different departments, instead of having a particular class of well-trained operatives, whose whole attention should be directed to a distinct portion of labor. Each department must have its own operatives. Classification and division of labor is the only hope of successful competition in business. Every reason which would dictate a division of labor in the common affairs of life, applies with double power to a proper division of labor in the schoolroom, inasmuch as right education is more important than the more skillful manufacture of the different parts of a watch, or any other article.

We hope the subject will be discussed in every village of sufficient size in the West, and, where there are fifty pupils, now divided into two or three district schools, and so situated that they may be united, that measures will be taken immediately, to secure all the advantages of the union school.

School Apparatus.

The schoolroom should contain something beside meager lime walls to arrest the attention and thoughts of the pupils when they seek relief from study. We would place there the busts and portraits of illustrious men, which would serve to elevate the character of the young, and inspire them with the love of virtue and noble deeds. We would place there historical and other useful paintings to relieve dull monotony; geographical maps—astronomical diagrams and illustrations, to give more correct views of the earth and the heavens.

There should be sufficient chemical and philosophical apparatus to illustrate clearly the common principles of chemistry and philosophy—studies so important to the mechanic, farmer, and manufacturer—in truth—to all intelligent men. Chemical and philosophical apparatus is essential in a first-rate school. It is necessary to illustrate and enforce the principles laid down in the books; just as a child or man can understand a machine before his eyes, better than from the mere verbal or written description of it, so can these studies be comprehended more readily by the use of apparatus. The experiments impart an additional interest which nothing else can—and pupils who would not be much wiser for having pursued these studies without these helps, would, by their aid, seize and retain principles through life. Most would be eager to become acquainted with these studies, which might prove of infinite service in practical life. But what benefit may we anticipate from these studies when properly pursued? To answer this question fully, would require a long essay upon agriculture and the arts, and their dependence upon science. We are unwilling to pass them over in silence, since we find them so important in almost every department of life.

The principles of mechanical and chemical philosophy, enter more or less particularly into all the arts. If the mind of the young man is thoroughly grounded in these principles when he goes to his trade, he is prepared to apply his labor skillfully. If he meets with difficulties in which others cannot instruct him further, he will be able to apply principles which will eventually extricate him.

He is prepared to make discoveries which might never have been suggested to his mind, had he been ignorant of principles. He will invent more expeditious means of accomplishing a given purpose, and consequently produce equally as good articles at less expense. The great secret of the manufacturer, is to save time. This requires the combination of science and practical skill. And the young man who enters upon his trade ignorant of science, and continues without scientific investigation, may generally rest assured that he will fail to rise to be the manager of a large establishment. He will take his rank among second and third-rate workmen. Edward Everett says, that even Fulton, with all his knowledge and skill, was delayed several months, in the completion of his great experiment, for want of the requisite knowledge of the theory and resistance of fluids. Had he been properly instructed in the principles of HYDRODYNAMICS, in his youth, he would have been relieved at once—perhaps he would have found no difficulty to contend with.

Judge Story informs us that half the labors of Whittemore, the inventor of the card machine, and Perkins, the author of the nail machine, would have been saved, had they been originally instructed in the principles of mechanical science. How trivial are the circumstances which often suggest to the active mind a train of thought which results in discovery.

Newton observes the falling apple; hence arise those magnificent inquiries from which is deduced the law of universal gravitation, essential to the very existence of the solar system. Franklin brings the lightning from the clouds with a schoolboy's kite, and thus establishes the identity of electricity and lightning.

What is true of the arts, is equally true of agriculture. Indeed, says Potter, "there is no department in life, in which a knowledge of science does not serve to simplify and improve our operations."

And Lord Brougham asserts, "that, though a man be neither a mechanic nor a peasant, but only has a pot to boil, he is sure to learn from science, lessons which will enable him to cook his morsel better, save his fuel, and both vary his dish and improve it." We are an agricultural and manufacturing people, and are becoming more so every day.

The first principles of mechanical and chemical philosophy are most intimately connected with the ordinary occupations of men. Our pecuniary well being as a people, the individual competence and independence of our citizens, are depending more and more upon the skill and progress in the various departments of industrial labor." "Shut out," says Horace Mann, "all branches of natural philosophy from our schools—exclude those seminal ideas and principles upon which and with which, inventive genius afterward works—from which talent is constantly evolving new applications of the forces and affinities of nature, and thus ameliorating and advancing the condition of man, and what an inappreciable amount of actual good would be prevented, to say nothing of the positive evils which would be incurred."

These are some of the reasons for introducing these studies into our schools, and supplying the proper apparatus for illustrating them.

Sartain's Magazine.

The June number of Sartain's Union Magazine has been received from Post & Co., dealers in Periodicals, No. 10 West Third Street, and Sixth St., west of Plum.

Literary Notices.

Through the politeness of Messrs. Bradley & Anthony we have received copies of the following classical text books:

Schmitz and Zumpt's Virgil and Sallust; Cæsar's Commentaries on the Gallic War, by Rev. J. A. Spencer; and the Germania and Agricola of Tacitus, by Mr. W. S. Tyler, Professor of the Greek and Latin languages in Amherst College.

SCHMITZ AND ZUMPT'S VIRGIL AND SALLUST, are a part of the classical series of the Chambers' Educational Course, and commend themselves, by their typographical beauty, cheapness, and the distinguished character of the editors. Both volumes are prefaced by an English biographical sketch, accompanied by footnotes upon those points which really require elucidation, and published in neat and convenient form. The texts are from the best sources.

SPENCER'S CÆSAR.—The clear and open typography of this work, is very inviting. The volume contains, beside the text, a Latin-English Lexicon, Historical and Geographical Indexes, a map, a biographical sketch of Cæsar, and copious notes. It is a fine specimen of Bookmaking—highly creditable to the taste and skill of the publishers. Mr. Spencer is the American editor of "Arnold's Greek and Latin Books," and a classical teacher.

TYLER'S GERMANIA AND AGRICOLA.—All admirers of Tacitus have reason to thank Prof. Tyler for his excellent edition of the Germania and Agricola. The volume contains a spirited sketch of the author's life, and, in the language of the editor, "a more copious illustration of the grammatical constructions, also of the rhetorical and poetical usages peculiar to Tacitus, without translating, however, to such an extent as to supersede the proper exertions of the student.

We observe this admirable quality in the editor's notes, that he assists the student without carrying him through the work upon his shoulders, as some *book makers* do. It is finely printed and well bound. Prof. Tyler is well known for his ability and classical attainments. Classical teachers and students will do well to examine these text books, before purchasing others more cumbersome and less adapted to the wants of the learner. We feel particularly obliged for the opportunity and pleasure of examining these volumes.

For sale by Bradley & Anthony, 113 Main Street, Cincinnati.

Pittsburg Central High School.

We learn from a friend, that the citizens of Pittsburg are now making an effort to establish a Central High School. The plan proposed, is similar to that which is in successful operation in this city, and from which good results have already been realized. Prof. Samuel Stephens, chairman of a committee to consider the defects of popular education and their remedy, has submitted an able report to the School Directors and inhabitants of the city. We are highly gratified at the deep interest manifested upon the subject, and wish our Pittsburg friends success in their undertaking.

Teachers' Institute.

The Cincinnati School Teachers' Institute held its ninth session, on Friday the 25th and Saturday the 26th of May.

The usual interest was not sustained at this meeting of the Institute, on account of the cholera, which is among us. Four class exercises, however, were conducted, (exemplifying the three methods of recitation—by analysis, questions, and topics); one in Natural Philosophy, by Mr. Barney—one in Ancient History, by Mr. Wheeler—one in Algebra, by Mr. Knowlton, and one in Physiology, by Mr. Day. On Saturday, Dr. Brown lectured before the teachers upon Chemistry.

Ray's Arithmetic—Part Third.

New and thoroughly-revised Edition, enlarged to 320 pages.

Several years have now elapsed since the first publication of Ray's Arithmetic. On its appearance it was, by intelligent teachers, pronounced an improvement on all previous classbooks on this subject. This favorable judgment has been fully confirmed by time and use of the book. Its yearly sale has been constantly increasing; and wherever thoroughly tested by practical use, its merits have gained for it a permanent adoption.

It was thought, however, by some of the friends of the work, that the *print* of the book was somewhat too small. In order to remedy this difficulty, it was determined, about a year since, to *re-stereotype* the work, on a *larger* and *very clear* type. This opportunity has been embraced to revise very thoroughly and improve the work, and also somewhat to enlarge it. This revision having been completed, the first edition from the new plates is now ready. It is believed that the work, in its present form, is very much improved. All improvements in teaching, which are *really* such, have been introduced. The author has availed himself of the valuable suggestions of distinguished instructors, who have had ample experience in the use of this and other modern treatises on this subject.

The following is an extract from the preface:

"A summary of the improvements in this edition, or an outline of the general plan of the work as now presented, would exceed the limits of preface; nor is this necessary, as those who are interested will examine the work for themselves. Only a few points will therefore be noted.

1st. The work is *analytic* and *inductive*; every principle is clearly explained by an *analysis* or *solution* of simple examples, from which a rule is derived. This is followed by such a number of graduated exercises as will render the pupil familiar with its application.

2d. The arrangement is strictly philosophical;—no principle is anticipated;—the pupil is never required to perform any operation, until the principle on which it is founded has first been explained. For this reason, those processes of reduction that require the use of fractions, are introduced *after* fractions.

3d. The subject of Fractions, a thorough understanding of which is almost a knowledge of Arithmetic, has received that attention which its use and importance demands.

4th. The subject of Proportion is introduced immediately after decimals; this enables the instructor to treat percentage and its various applications either by *proportion* or by *analysis*, as he may prefer.

5th. Particular attention has been given to render the work *practical*; the weights and measures are referred to, and conform to legal standards; while pounds, shillings, and pence, being no longer used in actual business, are only introduced under Exchange. While Federal money may be considered in connection with decimals, yet it is truly a species of compound numbers, and is *so regarded* in all the ordinary computations of business. Hence the propriety of assigning it the place it occupies in this work.

The object throughout has been to combine *practical utility* with *scientific accuracy*;—to present a work embracing the best methods, with all real improvements. How far this object has been secured, is now submitted to those engaged in the laborious and responsible work of education."

Grammatical Question.

Our correspondent, "S. W. D." wishes to know whether the word "*holy*," in the following sentence, "Remember the Sabbath day to keep it *holy*," is an adjective or adverb. Will some of our correspondents answer him?

Ohio State Teachers' Association.

The second semi-annual meeting of this Association will be attended in Springfield, on Tuesday and Wednesday, the 3d and 4th days of July next; and the business of the session will be conducted in accordance with the following

ORDER OF EXERCISES.

Morning Session, Tuesday, July 3d.

10 o'clock. Introductory Address, by Hon. S. Gallo-
way, the President.

11 " Report on "Moral Instruction," by Wm.
N. Edwards, of Dayton.

11 " Discussion—"Would the interests of
Schools and the cause of Education be
promoted by creating the office of State
and County Superintendent of Schools?"
Opened by M. G. Williams, of Dayton,
and M. F. Cowdery, of Sandusky City.

P. M.

2 " Report on "Analysis of English Words,"
G. R. Hand, O. Wilson, and J. M. Ed-
wards, of Cincinnati.

2 " Discussion—"Can Union Schools and
classified Public Schools be made to ob-
viate the necessity of sustaining private
High Schools and Academies?" Opened
by H. H. Barney, of Cincinnati, and
A. J. Rickoff, of Portsmouth.

3 " Address by Hon. C. L. Vallandingham, of
Dayton.

4 " Report on "Physical Education," by —
of Springfield.

Evening.

7 " Report on "Teaching Geography," by
Wm. F. Doggett, of Dayton.

8 " Lecture on the "Immensity of Creation,"
by Rev. Prof. Merrick.

Wednesday, July 4th, A. M.

9 " Discussion—"Can a thorough professional
education of Teachers be secured with-
out the establishment of one or more
State Normal Schools?" Opened by
E. E. Barney and E. D. Kingsley.

10 " Oration, by Hon. Bellamy Storer, of Cin-
cinnati.

11 " Report on the "Importance to Teachers of
possessing a knowledge of other branches
than those required to be taught," by J.
Hurty, Rev. Mr. McMillan and J. W.
Gates.

11 " Discussion of miscellaneous questions.

P. M.

2 " Report on "Teaching Geography," by C.
Knowlton, D. G. A. Davenport, and H.
F. Handy, of Cincinnati.

2 " Discussion—"What action ought this As-
sociation to take for the purpose of se-
curing a thorough revision of the School
Laws of the State?" Opened by C. F.
McWilliams, of Springfield, and L. G.
Parker, of Urbana.

3 " Lecture on Geology, by Rev. Prof. F.
Merrick, of Delaware.

4½ o'clock. Report on "Primary Teaching," by Prof.
A. D. Wright, Rev. S. L. Adair, and F.
Hollenbeck, of Perrysburg.

The precise order of exercises here announced
may, perhaps, be changed, but the addresses and
reports are *positively* secured, and, beside, a num-
ber of reports are confidently expected from
Committees appointed by the former Executive,
and from professional teachers in Springfield.
Should it be deemed advisable to continue the
session during the evening of Wednesday, an Ad-
dress has been secured, and one or more Reports
will be ready for presentation.

A Quartette and Glee Club, from Cincinnati,
will attend, to give animation and zest to the ex-
ercises. Editors throughout the State, are ear-
nestly requested to give notice of the meeting.

By order, A. D. LORD,

Chairman of the Executive Committee.

COLUMBUS, June 1st, 1849.

State Common School Conventions.

The Committee of Arrangements for the Na-
tional Common School Convention, which is to
assemble in Philadelphia on the 22d of August
next, beg leave, respectfully and earnestly, to
recommend to the friends of Common School
Education in the several States of the Union, to
assemble in State Convention, at their respective
capitals, or at some central location, on or before
the FOURTH DAY OF JULY next, for the
purpose of appointing delegates to the National
Convention, and transacting such other business
in reference to Common School Education within
their borders, as may be deemed expedient. It
is desirable that the number of delegates from
each State be at least equal to its representation
in Congress, and that a *full delegation* should,
as far as may be practicable, be secured. State
or local Conventions of Teachers, Superinten-
dents, or other assemblages of the friends of edu-
cation, are also respectfully requested to appoint
delegates to the proposed National Convention.

Editors and publishers of newspapers
throughout the Union, are earnestly requested to
publish this notice, together with the notice re-
commending the National Common School Conven-
tion. By order of the Committee.

JOSEPH R. CHANDLER, *Chairman.*

A. E. WRIGHT, *Cor. Sec.*

An American Statesman.

The true American statesman is *patriotic*.
He loves his country—his *whole* country. He
is jealous of her honor, and proud of her fame.
In the hour of her prosperity he rejoices; in the
hour of her peril he flies to her rescue. He loves
the glorious *Union*, and seeks to strengthen its
bonds. He frowns upon every attempt, in what-
ever quarter originating, to breath jealousies and
discord among the members of our national
family. He knows no east, nor west, nor north,
nor south, only as being parts of one grand,
united, inseparable whole. Such men have lived

in this country. Such now sleep in this coun-
try's bosom. Washington, Franklin, Jefferson,
Jay, William Wirt, Roger Sherman, Patrick
Henry! These and their compeers were the
very soul of this nation—the great heart, whose
every beat sent its streams of patriotic lifeblood
through every vein and artery of the republic.
The debt we owe them can never be repaid.
They have directed their country to glory, and
their countrymen to hope. They have been our
teachers to instruct—our counsellors to guide—
our guardians to defend; and their bright exam-
ple and holy precepts still constitute the "cloud
by day and the pillar of fire by night," to guide
the millions of this favored land to usefulness, to
knowledge, and to truth.

Dr. Jordan.

Our new Postmaster General.

The editor of the New York Courier and En-
quirer, relates the following anecdote of Mr.
Collamer, of Vermont, our new postmaster general:

"He is, to an extent, rare even in this coun-
try of wonderful opportunities and facilities for
success, the artificer of his own fortune, having
raised himself, by the most strenuous efforts, from
poverty to his present place. To illustrate his
exertions and his merits in this regard, we may,
without impropriety, repeat here a remark we
heard him make, at a dinner of the graduates of
his *Alma Mater*—the University of Vermont—
over a year ago. Speaking of one of the early
presidents of that institution, who was in office
while he was in college, Mr. C. said he never
heard him utter what seemed to him a harsh
reproach but once, and that was when he directed
him never again to appear in the recitation room
without *shoes*. The harshness of the remark, he
said, sprung from the fact that he had no shoes.
He procured some, however, and for the sake of
economy, carried them *in his hand* to the door of
the recitation room, and then put them on."

Such an anecdote as this is better than a
patent of nobility, and we rather guess that Mr.
Collamer will make an efficient head of the post-
office. Mr. Collamer, it need hardly be stated,
is a friend of the cheap postage system.

Welsh sayings.

Three things that never become rusty—the
money of the benevolent, the shoes of the but-
cher's horse, and a woman's tongue.

Three things not easily done—to allay thirst
with fire, to dry wet with water, and to please
all in everything that is done.

Three things that are good as the best—brown
bread in famine, well water in thirst, and a gray
coat in cold.

Three things as good as their better—dirty
water to extinguish a fire, an ugly wife to a
blind man, and a wooden sword to a coward.

Three things of short continuance—a lady's
love, a chip fire, and a brook flood.

Dr. Franklin's Old Hat.

When a motion to increase the salaries of some of our foreign ministers was before the Senate, there was the usual talk, that Dr. Franklin, in his Quaker hat, and plain coat, was as much respected as any ambassador. Mr. Webster spoiled that, by stating the fact, that the Doctor's salary was \$12,000. But we remember reading a story, somewhere, which, if authentic, makes the ordinary clap-trap on this head still more ridiculous. It is, that Dr. Franklin, on occasion of being presented at court, ordered a court dress, but unluckily found, when there was no time to rectify it, that the wig was too small for his head. Seeing, at once, that half a court dress would be worse than none, he cast the whole aside, had his hair brushed back, donned his Quaker coat and hat, and made his way to Versailles. The remarks on his odd appearance no wise disconcerted him; some compliments on his "philosophical and republican simplicity" amused him; and he henceforth adopted this as *his* court costume. But some of the French portraits of Franklin depict the philosopher in a dress which is far enough from the Quaker model. This eccentricity of the Doctor's, the result of mere accident, has been treasured up among the favorite missiles of those who choose to resist every attempt to increase the compensation of our public agents in Europe.

Boston Republican.

ANTI-EMULATION SYSTEM.—Dr. Johnson declared long ago, that the system of school honors and rewards was a bad one; that though it excited emulation in some, it caused envy and hatred in others; and in the end did far more hurt than good. He was an advocate for the rod, and recommended flogging as the best mode of making the pupil get his lesson, because it brought bad consequences after it; it caused no corroding feelings, no heart-burnings, in the mind of one pupil against another.

The system of college honors has been abolished in the University of Nashville. Whether the Johnsonian system of the rod has been revived, we are not informed. The following extract of a letter from Dr. Lindsley, President of that institution, is copied from the proceedings of the American Lyceum. He observes:

"I must just add the result of one experiment in my own particular province, though it has no connection with Lyceums. I have been here seven and a half years, and during all that period not a premium, prize, or honorary distinction of any kind whatever has been awarded to a student of this College. I have never even hinted to an individual, however meritorious, that I considered him superior to others. I have never, for example, complimented the best speaker, the best Greek or Mathematical scholar, nor taken a single step toward distinguishing one above another, at any time or occasion. I leave the public and themselves to judge of their performances as they please. In short, we are entirely

free from the vexatious code which attempts everything by *College honors*—which excites a few to extraordinary efforts, and discourages the great mass altogether. The experiment has proved satisfactory. I have never seen so large a proportion of the youth of any Seminary equally studious, or equally moral and orderly. No consideration would induce me to return to the ancient *emulation system*, the miseries of which were familiar to me long before I crossed the mountains. Our youth study vastly more, and do there work vastly better, than I have ever had an opportunity of witnessing in an Eastern College. The government is as easy and simple as that of a private family."—*Cin. Chronicle.*

Children Must be Taught to Think.

Study, and the means of study, are indispensable; but all study, and no reflection, will never make a scholar. A man may read a monument of books, and never know the more, because, knowing but little of all, he knows nothing definite of a part. So with the children. They should obtain the faculty of reflection. Moderate study, and rigid, scrutinizing, untiring thought, will bring a child any sufficient knowledge. Who is the successful man? He who thinks. Who is the distinguished professional man? He who reflects and investigates. And who is the enviable scholar?—the bookworm? Ask Newton, with his apple, Watt, with his engine, or Franklin and Morse, with the kite and lightning; and they will tell you, as all history portrays, that knowledge comes only after close, vigilant thought. Show me that boy who is reserved, thoughtful, and inquisitive, and when he comes to manhood. I will point out to you an intellect; or the girl who sees beauty in nature, and admires nature for its beauty and instruction, and I will show you a store of intellectual brightness.

FRANKNESS.—Be frank with the world. Frankness is the child of honesty and courage. Say just what you mean to do on every occasion, and take it for granted you intend to do what is right. If a friend asks a favor, you should grant it, if it is reasonable; if not, tell him plainly why you cannot. You will wrong him and wrong yourself by equivocation of any kind. Never do a wrong thing to make a friend nor to keep one; the man who requires you to do so is dearly purchased at a sacrifice. Deal kindly but firmly with all men; you will find it the policy which wears best. Above all do not appear to others what you are not. If you have any fault to find with any one, tell him, not others, of what you complain. There is no more dangerous experiment than that of undertaking to be one thing to a man's face and another behind his back. We should live, act, and speak out doors, as the phrase is, and say and do what we are willing to be read of by men. It is not only best as a matter of principle, but as a matter of policy.

War.

Voltaire thus expresses himself on the subject of war: "A hundred thousand mad animals, whose heads are covered with hats, advance to kill or be killed by their fellow mortals covered with turbans. By this strange procedure, they want to know whether a tract of land, to which none of them has any claim, should belong to a certain man whom they call Sultan, or another whom they call Czar—neither of whom ever saw, or ever will see, the spot so furiously contended for; and very few of those creatures who thus mutually butcher each other, ever beheld the animal for whom they cut each others' throats! From time immemorial this has been the way of mankind almost all over the earth. What an excess of madness is this; and how deservedly might a superior Being crush to atoms this earthly ball—the bloody nest of such ridiculous murderers."

AN INCIDENT AT A METHODIST CONFERENCE.

At the late conference of the M. E. Church, South, held in the town of Elizabeth city, N. C., the Rev. Mr. Rosser, toward the close of a sermon preached by him in illustration of the mighty achievements which perseverance had accomplished, referred in his usual eloquent style, to the gallant Zachary Taylor, leading his small, but Spartan Band, against the superior numbers of Mexican forces; and feeling the enthusiasm, so becoming the heart of an American citizen, notwithstanding he was a democrat, he broke out in the following language: "I pray God that he may be elected." Here the speaker paused, and looking over the congregation, he saw at a glance the effect produced. The friends of the old General seemed ready for a hearty amen, whilst his opponents appeared awfully to fear it. He immediately added—"to eternal salvation by faith and good works." At this point the preacher took his seat, and immediately a reverend gentleman of the democratic party struck up the old familiar hymn, "Come on my partners in distress." The friends of the old General lost their gravity at this singular coincidence.

A MATHEMATICIAN'S IDEA OF HONOR.—A graduate of Cambridge gave another the lie, and a challenge followed. The mathematical tutor of this college, the late Mr. V—, heard of the dispute, and sent for the youth, who told him he must fight. "Why?" said the mathematician. "He gave me the lie." "Very well, let him prove it; if he proves it, you do lie; and if he does not prove it, he lies. Why should you shoot one another? Let him prove it."

CHANGE OF OPINION.—He that never changed any of his opinions, never corrected any of his mistakes; and he who was never wise enough to find out any mistakes in himself, will not be charitable enough to excuse what he reckons mistakes in others.—*Dr. Whichcote.*

The Maiden's Prayer.

BY J. G. WHITTIER.

She rose from her delicious sleep,
And put away her soft brown hair,
And in a tone as low and deep
As love's first whisper, breathed a prayer;
Her snow-white hands together pressed,
Her blue eyes sheltered in the lid,
The folded linen on her breast
Just swelling with the charms it hid,
And from her long and flowing dress
Escaped a bare and snowy foot,
Whose step upon the earth did press
Like a snowflake, white and mute;
And then from slumbers soft and warm,
Like a young spirit fresh from heaven,
She bowed that slight and matchless form,
And humbly prayed to be forgiven.
Oh, God, if souls unsouled as these,
Need daily mercy from thy throne!
If she upon her bended knees—
Our holiest and our purest one;
She with a face so clear and bright,
We deem her some stray child of night;
If she with those soft eyes in tears,
Day after day, in her young years,
Must kneel and pray for grace from Thee,
What far, far deeper need have we!
How hardly, if she win not heaven,
Will our wild errors be forgiven!

Design of Bereavement.

The only child of two thoughtless parents died. The parents became on this account, not only sorrowful, but disposed to question the goodness of God. They even petulantly inquired of their minister, how it could be possible that a God of love could have dealt so hardly with them? To this question the pastor promised a reply, and he gave it as follows:—

"You would know from me why God has taken your child from you. Well, then, he is determined to have from your family at least one member in heaven. You parents would not prepare to enter into heaven; and if that child of yours had been allowed to remain, you would also have prevented it from going thither. Hear, further, a parable: There was a good shepherd, who had prepared costly fodder in his fold for his sheep, but the sheep would not enter. He gave himself much concern to induce them to enter, but they always retreated farther backward from the open door. Then he took a lamb from the flock, and dragged it in; and behold, the parent sheep ran in after it! The good shepherd is Christ; the open fold is heaven; the lamb, your child. Have ye the hearts of parents? Prepare to follow your child. It has been taken from you on purpose to allure you to the skies."

Arithmetical Problem.

Two men in Cincinnati hire a carriage for \$30, to go to Springfield, O., the distance being 73 miles, with the privilege of taking in three more persons. Having gone 20 miles, they take in A; at Springfield they take in B; and when within 30 miles of the city, they take in C. How much shall each man pay?

W.

A New English Grammar.

JUST PUBLISHED.

Pinneo's Primary Grammar of the English Language, for Beginners. Prepared for the Eclectic Educational Series. By T. S. Pinneo, M. A., M. D.

Notwithstanding the numerous treatises on English Grammar, there is, still, in this important department of instruction, a deficiency universally felt and acknowledged. Some works treat of the science in a manner too abstract, and inappropriate to the state of mental development in by far the greater number of learners; some are too diffuse, others are too concise; some are founded upon bad principles; in others correct principles are badly explained; while all have fallen so far short of the public demand, in the present advancing state of education, that there is abundant encouragement to attempt a supply of the deficiency.

PINNEO'S PRIMARY GRAMMAR has been prepared with a sole eye to its practical utility. It consists of simple lessons in English Grammar, and is intended for beginners in the study. The principal features may be described under the following heads:

ARRANGEMENT. The instruction contained in this book is so arranged, that the pupil goes on, step by step, upon an easy and simple plan of progression. Each principle, as it is presented, is so thoroughly explained that it cannot be misunderstood, and the subject is thus brought by degrees before the mind. There is also, at every step, a review of previous matter, so that a whole subject, as far as studied, is presented in one connected view.

2. SIMPLICITY. Much care has been taken to secure simplicity in this book, and it is confidently believed that no work has ever appeared which can bear any comparison with it in this respect. As this is a point in which most others have failed, it is that to which especial attention has been paid.

3. EXPLANATION AND ILLUSTRATION. A full explanation of all terms used, and the abundant illustrations found in this Grammar, assist in securing the simplicity spoken of. The terms in common use have been modified to some extent, though not so as to introduce any objectionable novelty, and a selection has been made among them, the more difficult being laid aside, and the easy retained and simplified. A proper explanation and illustration of terms and first principles, more effectually secures interest and progress in the study of Grammar than any other facility whatever.

4. EXERCISES. A large number of carefully-prepared exercises in parsing and composition form a part of the plan of this work. The science of Grammar is taught by analyzing sentences, and many exercises of this kind are introduced, with simple directions for their use. Grammar is also taught by learning to form phrases and sentences correctly; and exercises of this class are numerous, and carefully adapted to the learner's stage of progress. In this respect, also, the book is different from all others, and contains, as is believed, facility for the study which can nowhere else be found.

Many other particulars might be mentioned; but enough has been stated to give some general idea of the work. As the result of the peculiarities described, and others referred to, an interest is awakened in the mind of the learner which it is difficult to arouse in this study, and without which it can never be successfully pursued. Children are always interested in what they can understand. Dry and difficult technical terms, and the abstruse manner of treating it, have always been great obstacles in the way of making it interesting. By the plan here pursued, it is believed that the difficulty is obviated, and that a *correct, concise, easy, and interesting* treatise on an essential branch of education is furnished.

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ABSTRACT OF THE
METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati,

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.
150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

April, 1849.

Day of M.	Fahrheit Thermeter.	Barom.	Wind.		Weather.	Clearness of Sky.	Rain.
			A. M.	P. M.			
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12	42	74	60.2	.438	do s w	fair	7
13	49	69	53.8	.289	do n w	variable	3
14	32	43	37.7	.602	n w	do	3 fair
15	32	45	36.7	.310	do do	variable	5
16	28	49	40.2	.255	west west	fair	8
17	41	47	41.8	.2873	s w s w	cloudy	1 .18
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19	34	50	41.2	.215	west do	do	5
20	33	54	45.2	.402	n w do	clear	10
21	44	62	54.2	.249	s w s w	variable	2 .16
22	53	74	62.3	.281	w w	do	1
23	55	63	5.70	.220	s w s w	cloudy	0 .13
24	45	62	51.3	.418	n n	variable	5
25	43	70	55.2	.339	n e n e	do	4
26	46	71	57.5	.408	do do	clear	10
27	49	81	66.5	.235	do do	fair	8
28	50	73	59.0	.203	n w n w	variable	3
29	46	64	56.5	.334	n n	fair	8
30	53	88	77.2	.032	s s	variable	5 .60

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillary, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY.—
Least height of Thermometer, 23 deg.
Greatest height of do 88
Monthly range of do 60
Least daily variation of do 6
Greatest daily variation of do 35
Mean temperature of month, 52.64
do do at sunrise, 62.8
do do at 2 P. M. 55.16
Coldest day, March 3d.
Mean temperature of coldest day, 36.7

Warmest day, March 14th.
Mean temp. of warmest day, 67.2
Minimum height of Barometer, 28.873 inches
Maximum do do 29.639 do
Range of do do .766 do
Mean height of do 29.3109 do
No. of days of rain and snow, 4.

Perpendicular depth of rain and melted snow, 8.85 in.

MEMORANDA.—1st, fair; 2d, heavy white frost; 3d, very smoky, rain at night; 4th, showery morning, heavy shower $\frac{3}{4}$ to 4 P. M.; 5th, fine; 6th and 7th, pleasant and variable; 8th, rain $\frac{1}{2}$ to 9 P. M.; 9th, showers $\frac{1}{2}$ to 5 P. M., with stormy night; 10th, very high wind; 11th to 13th, pleasant, clear, fair and variable; 14th to 17th, fair, cold, and raw evenings with very heavy frosts; 17th, sprinkle of rain 11 to 4 P. M., light rain at night; 18th, spit snow smartly, 9 A. M., cold wintry day; 19th and 20th, fair, clear and pleasant; 21st, showery; 22d, warm and variable; 23d, drizzles; 24th and 25th, variable and hazy; 26th and 27th, clear, fair and pleasant; 28th, variable and windy; 29th, A. M. clear, P. M. hazy and cloudy; 30th, very windy and dusty, showery 7 P. M., rain in night.

OBSERVATIONS.—The mean temperature of April this year is nearly three degrees less than the average mean for the last fifteen years, and it is the coldest April in the last seven years. The quantity of rain was about equal to the average, and with the exception of the period from the 14th to the 18th, the general tendency of the weather, in regard to the temperature and moisture, was favorable to vegetation. At the time of the heavy frosts commencing on the 14th, it was supposed that all the fruit was killed. It is now generally believed that the damage is much less than it was first supposed to be, and that, in many localities, there will be fair crops of the later kinds of fruit.

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Your obedient servant, C. B. ADAMS, Prof. Chem., &c.

I have paid attention to the work of Dr. Cutter, above alluded to, and can cheerfully express my concurrence in the opinion of Professor Adams. B. LABAREE, Pres. Med. College.

The following orders are published in the annual reports of the public schools of the city of Boston for 1847, as recommended by Messrs. George B. Emerson, Richard Soule, Jr., and James Ayer, who were the committee to make the annual examination of the grammar schools.

Ordered, That the study of Physiology be forthwith introduced into the schools for girls.

Ordered, That the committee on books be instructed to consider and report what text book ought to be recommended to be used for instruction on Physiology.

CITY OF BOSTON, April 18th, 1848.

I the subscriber do hereby certify that "Cutter's first book on Anatomy and Physiology for grammar schools," by a vote of the school committee, has been introduced to be used as a text book in the grammar schools of this city.

S. F. McCLEARY, Secretary of School Committee
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